

COEDI Life Activity Areas

MOBILITY

INTENT of this section: this item assesses the individual's mobility skills not only in and around his/her own home, but around his/her neighborhood and community.

The rater should keep in mind the following guidelines of FEAST that apply to each of the COEDI items:

FREQUENCY...*of the functional limitation*

EFFORT...*needed to complete the task*

ADEQUACY...*of task completion*

SAFETY...*in completing the task*

TIME...*needed to complete the task*

1 The individual moves about independently and safely within indoor and outdoor environments without reminders or assistance including:

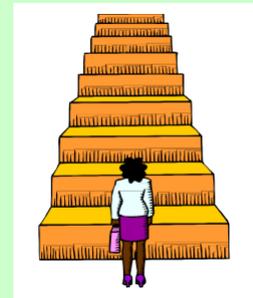
A. Using stairs in two-story buildings independently.

YES NO

Generally, if the individual needs to use a wheelchair most of the day, this item would be answered **NO**. Score this sub-item **NO** if the individual can climb a set of stairs, but the climb exhausts him/her to the point that he/she must rest for a period of time. The individual must also be able to consistently climb up and down stairs safely.

Suggested clarifying questions/observations for additional guidance, if needed:

- Does someone hold your hand on the stairs?
- When you get to the top of the stairs, are you tired and/or need to rest?
- Do you frequently fall on the stairs?
- Is someone waiting for you to get to the top of the stairs?
- Are you able to use stairs in school to get to your next class?
- Do you need a railing?



B. Navigating environmental barriers such as curbs.**YES NO**

This sub-item should be scored with **YES** if the individual can usually step over curbs or thresholds.

Suggested clarifying questions/observations for additional guidance, if needed:

- Can you navigate doorways, gates, getting in and out of cars, sidewalk cracks, grass, parking lots with holes and cement stops?

**C. Possessing the strength and stamina to get to and move around adequately in places of business and recreation (stores, theaters, parks, etc.).****YES NO**

Score **NO** if the individual is able to maneuver through malls, parks, businesses, etc., but only for limited amounts of time due to a lack of stamina or strength then this item should be scored **NO**. This is measured once the individual is in the facility. It is not about transportation.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you know when to take a break?
- How long can you walk without resting?
- How many stores can you get through without a break?
- What are things that require much more effort for you to do for yourself?
- Do you participate in any regular recreational activities?

**D. Ages 6-8: entering and exiting own home independently not including locking and unlocking the door; age 9 and above: entering and exiting own home independently including locking and unlocking the door.****YES NO**

The rater should assess these skills using the individual's own home, even if it has been modified (lowered locks, ramps, etc.). For individuals who are age 9 or older, score this sub-item **NO** if he/she can get into and out of his/her residence but cannot lock or unlock the door. An electronic method of locking the door is acceptable.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you use a key, keypad or latch?
- Do you lock up your bicycle?
- Do you have a locker at school?



E. Age 9 and above: crossing streets independently and safely. YES NO NA

Do not address this sub-item if the individual is under age 9. If the individual is capable of walking, but cannot safely cross streets due to other limitations (speed, cognitive abilities, or impulsive behavior) Score **NO**. This sub-item should be assessed with the individual's typical setting in mind (home, school, community). A reasonable amount of time should be defined based on the environment (i.e., in an urban setting the amount of time allotted by a traffic light is reasonable; in a rural setting a reasonable amount of time might be defined according to the individual's ability to judge distance and speed of traffic). Rater should look for patterns of safe street crossing where the individual would regularly have to cross. The intent is not crossing the busiest street if the individual would never have the occasion to do so. *Score NOT APPLICABLE if the individual is under age 9.*

Suggested clarifying questions/observations for additional guidance, if needed:

- Where do you ride your bike?
- Do you go places in the community alone? If so, where?
- Do you get your own mail (rural areas)?
- Do you look both ways when crossing the street?
- Do you cross between parked cars?

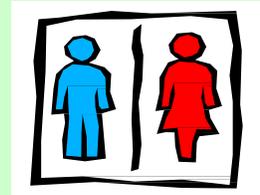


F. Accessing public restrooms independently (adult supports may be present for ages 6-8 only). YES NO

Locating the correct, sex-appropriate bathroom is also a requirement of this item. If the individual can use public restrooms but cannot do so independently (i.e., someone opens the door for the individual) score **NO**. This sub-item does not deal with toileting.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you know what the symbols on the restroom doors mean?
- Do you require assistance getting in and out of the stall?



Scoring criteria for Mobility:

All of the sub-items in this area with the exception of “D” assume an environment that has not been made specially accessible.

If **TWO** sub-items are marked **NO**, then the item must have a conclusion of **NO**.

The item must have a conclusion of **NO** for the individual to have a Substantial Functional Limitation (SFL) in **Mobility**.

SELF-CARE

Intent of this section: this skill area measures the ability to complete the item. This does not measure the willingness of the individual to complete the item. If the applicant is clearly able to complete the requirements of the items but “chooses” not to do them, the item should be scored **YES**. Include a written explanation and cross-reference to the Self-Direction area. These items address basic daily living skills that are completed on a regular basis.

The rater should keep in mind the following guidelines of FEAST that apply to each of the COEDI items:

FREQUENCY...*of the functional limitation*

EFFORT...*needed to complete the task*

ADEQUACY...*of task completion*

SAFETY...*in completing the task*

TIME...*needed to complete the task*

1 The individual independently eats a prepared meal including:

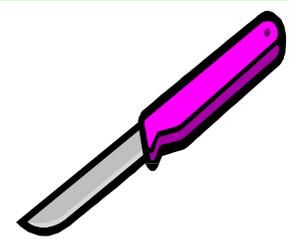
This item addresses eating a meal, **not** the preparation of it. This item assumes that the individual is seated at a table in front of a meal that is already prepared. The sub-items below must be assessed with the understanding that the utensils are within reach.

A. Ages 6-8: cutting soft foods using a dull knife or fork; YES NO age 9 and above: cutting foods using a sharp knife.

If the individual is between the ages of 6 and 8, score **YES** if he/she is able to safely and adequately cut soft foods (e.g., a peanut butter sandwich) with a dull knife or fork. Other foods may be cut by someone else. If the individual is age 9 or over, score **YES** as long as those foods are limited (e.g., only tough meats). Assistive devices such as rocker knives are acceptable as long as they meet the criteria for allowable assistive devices.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you cut your own food when eating?
- What type of utensils do you use by yourself?
- Do you eat in the cafeteria at school/ work with everyone else?
- Do you cut your own food there?
- If the individual is unable to cut his/her food, ask why (*may be lack of opportunity*).



B. Lifting food and drink to mouth.**YES NO**

Assistive devices such as a swivel spoon are acceptable if the individual can use them independently. It is acceptable to use a straw in order to prevent spills.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you feed yourself?
- Do you sometimes need someone to help you?

**C. Chewing and swallowing.****YES NO**

The individual must be able to chew and swallow foods that have not been specially processed. A **NO** must be scored if he/she is fed through a G-Tube or eats only very soft or pureed foods.

Suggested clarifying questions/observations for additional guidance, if needed:

- Are there foods that you decide not to eat because they are too difficult for you to chew?
- Are some foods or beverages hard for you to swallow most of the time?

D. Completing the eating process without choking.**YES NO**

The individual must be able to eat 'customary' (neither pureed, nor pieces which are overly large or small) food without choking. The choking does not have to be life-threatening to be scored **NO**. If the individual chokes often or periodically, then **NO** should be scored.

Suggested clarifying questions/observations for additional guidance, if needed:

- Have you ever choked on food while eating? How long ago?
- Do people remind you to cut your food up small and eat slowly?
- What types of food have you choked on?



E. Completing the eating process without excessive spillage.**YES NO**

This item assumes the individual is not receiving assistance from others with eating. Score **NO** if the individual spills too much or leaves food on their face to such an extent that he/she or the people around him/her are embarrassed or uncomfortable. Score **NO** if he/she sits in a less noticeable area of the restaurant or typically does not eat away from home for this reason. Score **NO** if the individual must clean himself/herself beyond what is normal or have someone else clean him/her after every meal.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you often change your shirt after eating?
- Do you require some type of protective garment while eating?

**2****The individual toilets independently without assistance including:**

The assessment strategy for this item assumes that the individual is already in a bathroom that is fairly accessible. If the individual utilizes alternative methods of voiding, the individual must complete the entire routine independently. This item includes safe and clean practices, such as hand-washing afterward.

A. Anticipating the need for toileting.**YES NO**

Score **NO** if accidents occur on a regular basis. If the accidents are very infrequent or if they are related to specific illnesses or injuries that have since passed, score **YES**. For example, some individuals with epilepsy have accidents during or following seizures, but have no problems the rest of the time.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you sometimes have toileting accidents? If yes, how often?
- Where/when does this happen most often?
- Is it only when you are sick?



B. Transferring to and from toilet.**YES NO**

The individual must be able to transfer to and from the toilet without any physical assistance for this sub-item. For children under age 12, transferring may be completed with a little supervision. The rater should also determine whether the individual performs this activity safely.

Suggested clarifying questions/observations for additional guidance, if needed:

- Are there times when this is difficult for you to accomplish?
- What is an example of when you have difficulty with this?

C. Cleaning self well enough so as not to constitute a health hazard or emit odor.**YES NO**

Children should clean themselves in the perinea/anal area with no more than a little supervision. This question relates to adequacy not thoroughness. The age of the child should be considered.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you require assistance after a bowel movement?
- Has this area ever been addressed at school?

**D. Completing toileting process in an average amount of time without interfering with other activities.****YES NO**

If the individual has the ability to finish, but chooses not to, then **YES** can be scored. If alternative method of urinary voiding or fecal evacuation is applicable, the individual must independently complete the entire routine.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do others often tell you to "hurry up"?
- Does it take a long time in all environments (school, public places)?

3 The individual dresses independently without assistance including:

This item requires an individual to complete all of his/her own dressing and undressing. If he/she can complete as much as 90% of his/her own dressing and undressing but requires the assistance of another person for the remaining 10%, then he/she is not doing it independently and should receive **NO** scores for the applicable sub-items. Supervision for children under age 12 is acceptable.

A. Selecting attire (style or taste is not evaluated).

YES NO

“Selecting attire” means choosing correct clothing items each morning (a shirt, a pair of pants, two shoes, etc.). These items do not have to be color or pattern coordinated or in fashion. This sub-item does not require the individual to take the clothes out of the closet, dresser, etc.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you pick out your own clothes?
- What do you like to wear?



B. Selecting seasonally appropriate attire.

YES NO

The incorrect choice of clothing must be obvious (e.g., a sundress in February). This sub-item allows for flexibility for seasonal changes. The rater must try to assess the capacity of the individual to select the correct seasonal clothing.

Suggested clarifying questions/observations for additional guidance, if needed:

- Are you able to pick out your own clothes?
- What would you wear if it were cold outside?
- What would you wear if it was really hot outside?
- Current trends or fads should be considered.



C. Completing buttoning and fastening of all everyday clothing items. YES NO

The individual should be assessed using his/her own clothing. If he/she typically wears pullovers and sweatshirts because buttons are difficult to fasten, he/she should be assessed using those clothes. If he/she requires consistent assistance, even if limited to only one item (such as shoes), then **NO** should be scored. Assistive devices such as buttonhooks are acceptable. If he/she always wears slip-ons or Velcro, he/she would not need to tie. This could also apply to individuals who wear pullover shirts and elastic pants. Consider FEAST.

Suggested clarifying questions/observations for additional guidance, if needed:

- Is there any type of clothing you do not wear because of difficulty using buttons, zippers or shoelaces?
- Do you only wear certain types of clothing?

**D. Putting on clothing correctly (not backwards or inside out). YES NO**

The individual must be able to consistently put all clothing items on correctly. If he/she can put them all on correctly except for one item, **NO** should still be scored. Score **YES** if a particular item is not put on correctly for fashion reasons but is aware of the appropriate way. Style and choice should not be taken into account.

Suggested clarifying questions/observations for additional guidance, if needed:

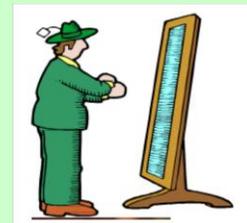
- Do you sometimes have your t-shirts, sweatpants on backwards? If so, how often?

**E. Dressing self within 30 minutes. YES NO**

An individual must dress independently and consistently (including all underwear, shoes, socks, etc.) without any verbal or physical assistance within 30 minutes. For children under age 12, minimal supervision is permitted.

Suggested clarifying questions/observations for additional guidance, if needed:

- Does anyone have to assist you? If so, why?
- How long does it take you to get dressed in the morning?



4 The individual independently and adequately cares for basic hygiene including:

The individual must be able to perform all of these activities independently or after an initial prompt. Any physical or verbal assistance will result in a **NO** score. If the individual clearly can do it, but for some reason chooses not to, cross-reference to Self-Direction. If, for cultural reasons, the individual does not bathe or brush his/her teeth consistently, score a **YES** as long as the other family members also bathe and brush their teeth with the same frequency.

A. Transferring into and out of the tub or shower.

YES NO

The individual must be able to independently and safely transfer in and out of the shower/tub. Assistive devices such as grab bars and fold-up tub benches are allowed as long as the individual uses them independently.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you prefer a shower or bath?
- Does anyone help you get in/out? If so, why?



B. Washing self in shower or tub, rinsing and Toweling off within 30 minutes.

YES NO

Once the individual is in the shower or bath, he/she must be able to wash independently.

Suggested clarifying questions/observations for additional guidance, if needed:

- Does anyone have to help you wash? If so, why?
- Have you ever tried to do this by yourself? If yes, how long ago?
- Does anyone stand in the bathroom with you and tell you what to wash next?



C. Controlling water faucets without scalding self.**YES NO NA**

The individual must be able to control both the hot and cold water faucets and monitor the temperature of the water prior to getting into the tub or shower. Score **NO** if the individual uses only cold water because he/she is afraid of being scalded or cannot adjust the water appropriately to preference or a comfortable setting. If the hot water tank temperature has been lowered or the place to turn the faucet has been marked, **NO** should also be scored. Some supervision is acceptable for children under age 12. *Score NOT APPLICABLE if the individual is under age 8.*

Suggested clarifying questions/observations for additional guidance, if needed:

- Does anyone help you set the water temperature? If yes, why?
- Have you ever set the temperature by yourself? If yes, what happened?

**D. Brushing teeth using a toothbrush and toothpaste.****YES NO**

Individuals 12 and over must possess the ability to put the toothpaste on the toothbrush and consistently brush his/her teeth without step-by-step instruction. Individuals under 12 may receive minimal supervision.

Suggested clarifying questions/observations for additional guidance if needed:

- Do you put your own toothpaste on your toothbrush?
- Do you brush your own teeth, If not, why?
- Does someone have to remind you to brush? If yes, how often?

**E. Brushing or combing hair without assistance.****YES NO**

The individual should be able to perform this function adequately and independently. This item does not include styling. The individual should be able to brush his/her entire head of hair. He/she may choose to keep hair short for ease of care. Score **YES** if brushing or combing hair is not required because of hairstyle.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you brush or comb your own hair? If not, why?
- Does someone have to remind you to do so? If yes, how often?



Scoring Criteria for Self-Care:

If ANY sub-item is marked with NO, then that item must have a conclusion of NO.

ONE item must have a conclusion of NO for the individual to have a substantial functional limitation in Self-Care.

SELF-DIRECTION

Intent of this Section: Self-Direction measures the individual's ability to make decisions about social activities, planning and setting goals, protecting one's interest, establishing and asserting one's rights and maintaining social relationships and resolving problems in daily living.

The rater should keep in mind the following guidelines of FEAST that apply to each of the COEDI items:

FREQUENCY...*of the functional limitation*

EFFORT...*needed to complete the task*

ADEQUACY...*of task completion*

SAFETY...*in completing the task*

TIME...*needed to complete the task*

Cross-Referencing

All of the areas, with the exception of Self-Direction permit raters to score **YES** conclusions for abilities that the individual has but for some reason does not consistently demonstrate. For example, an individual who has recently demonstrated the ability to bathe independently but refuses to do so (because he/she really hates to bathe) should receive a **YES** conclusion for the applicable Self-Care sub-item. The rater would then make a note of this refusal on the corresponding page of the COEDI and would apply that information to the Self-Direction items, if appropriate. Prior to scoring a **YES** for the applicable item and cross-referencing to the Self-Direction area, make sure that the individual has the capacity to understand the implications of his/her choice. For example:

- Many individuals with a diagnosis of mental retardation may not have the cognitive skills to recognize the need for these socially necessary capacities.
- An individual with mild mental retardation who refuses to ever wash his/her hair could receive a **NO** score. The individual may not have the capacity to understand the implications of not washing his/her hair.
- The rater should make a note in the Cross-Reference Citation Section and then determine whether the individual has a limitation in Self-Direction based on this information.
- The cross reference can also be used to substantiate why an individual may have scored a **YES** in another area because he/she may have the skill and ability to complete the task. The individual should not be assessed when he/she is in a crisis (i.e., medical or mental health crisis).

Example in Self-Care

An individual who has, in the past, demonstrated the ability to brush his/her teeth independently (4 D) but refuses to do so now (the individual really hates to brush) should receive a **YES** conclusion for that Self-Care sub-item. The rater should determine if the individual fully understands the implications of the decision. The rater would then document this information under the Cross-Reference Citations Section found at the end of the Self-Direction Section, in the COEDI.

1 The individual demonstrates adequate social skills to establish and maintain interpersonal relationships. During the past year, the individual (look for a consistent pattern):

This item focuses on the individual's ability to get along with other people. The rater should try to determine if the individual consistently alienates people, is abusive to self or others, or destroys property. The rater needs to inquire if the individual has lasting relationships. If not, why? Determine if the individual goes to movies, shopping or events with others.

A. Initiated activities with other people.

YES NO

If the individual only maintains relationships with family members or one individual then the rater should determine why the individual does not participate in other relationships. If the individual prefers to be alone, the rater must determine if he/she has the ability to initiate activities when needed or wanted. Score **NO** if the individual never initiates interactions with others.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you ask for help or assistance from parents/teachers/coaches/neighbors/classmates?
- Do you seek social interactions with other adults or peers?



B. Maintained relationships.

YES NO

A relationship would be defined as a significant connection with another person including an ongoing exchange of feelings between the parties. Merely living with family is not enough to constitute a **YES** conclusion.

Suggested clarifying questions/observations for additional guidance, if needed:

- How often do you make non-required phone calls to peers and adults?
- Do you have a close connection with someone outside the home? If yes, who?
- How often do you regularly communicate with the same person by phone, mail or computer (e-mail or instant messaging)?
- Do you invite others over to your home or do you sit with particular friends at lunch? If yes, who?



C. Behaved in such a way as to not cause injury to self or others. YES NO

If the individual caused harm to another person or to themselves by hitting, throwing objects, scratching, etc., then this sub-item should be scored **NO** unless those behaviors occurred more than a year ago. If the individual acts in a socially acceptable manner for his/her age, then the sub-item should be scored **YES**. Typical sibling rivalry is not necessarily scored **NO**, unless there is a serious injury. Interviewer is looking for a pattern of injurious behavior.

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you bully others or injure other people? If yes, ask for examples.
- Do you get into trouble at school or in the community? If yes, what type of trouble?



D. Behaved in such a way as to not have a pattern of damage to own property or possessions of others. YES NO

If the individual caused harm to another person or to himself/herself by hitting, throwing objects, scratching, etc., then this sub-item should be scored **NO** unless those behaviors occurred more than a year ago.

Suggested clarifying questions/observations for additional guidance, if needed:

- Have you gotten angry and damaged your property or others by punching a hole in the wall, deliberately breaking your own or others' belongings, willfully throwing, tearing or smashing items?
- What do you do when you're mad?

E. Displayed adequate social skills. YES NO

A consistent pattern of "poor sportsmanship" or inappropriate social or age related behavior would probably result in a **NO** for this item.

Suggested clarifying questions/observations for additional guidance, if needed:

- Does the individual follow school and basic social/community rules? If no, what are some examples?
- If any, what are some examples of inappropriate behavior displayed by the individual?
- How do you handle it if people want you to do something you think you should not do?
- Do you have a police record? If yes, why?



2

The individual makes need known for medical and dental treatment including:

The rater should ascertain whether the individual eats adequately enough to avoid health problems. The issue here is not whether he/she always eats a perfectly nutritious, well-balanced diet; however, the meals should not be excessive in volume, fat, sugar or caffeine. The rater should determine if the individual would be able to choose an adequate diet if given the opportunity. If the individual has a food allergy or an eating disorder of some sort, do they properly manage it?

- A. Recognizing and communicating the need for necessary medical or dental treatment to relevant person (e.g., parent, teacher, etc.).** **YES NO**
- The individual has an understanding of his/her medical or dental needs and communicates those needs. The rater is determining the ability of the individual to let others know that he/she is ill or injured, not addressing ongoing care. If only a caregiver can understand the individual's communication, a **NO** should be scored. If an unfamiliar person can understand what the individual is trying to communicate, **YES** should be scored. **NO** should also be scored if he/she only communicates sickness by maladaptively acting out discomfort.

Suggested clarifying questions/observations for additional guidance, if needed:

- If you are sick or hurt what do you do? What would be some of your symptoms?
- How do others know you are ill or in pain?
- When should you see a doctor? See a dentist?



- B. Adhering to a particular diet schedule when the individual may be at risk due to specific medical problems, such as diabetes, severe allergic reactions, PKU, etc.** **YES NO NA**

This sub-item is only applicable if the individual is currently managing a medically prescribed diet related to his/her condition. This sub-item deals with individuals who have food allergies or other known health risks. An individual who has an allergy to milk, for example, should independently control his/her diet by not eating or drinking dairy products. An individual who is medically obese should control his/her food intake. Score **NA** if the individual does not have a medical problem related to diet.

Suggested clarifying questions/observations for additional guidance, if needed:

- Tell me about your particular diet or medical condition.
- What could happen if your diet is not followed?
- Has the doctor prescribed a particular diet? If yes, why?



3 The individual has sufficient assertiveness skills, including:

A. Expressing personal opinions (e.g., likes, dislikes).

YES NO

Does the individual express opinions concerning school, chores, friends, movies, television, food, clothing, etc.? He/she must communicate in some verbal or nonverbal way other than just by crying and smiling.

Suggested clarifying questions/observations for additional guidance, if needed:

- Can you tell me or point to something that you like/dislike?
- Do you have your own opinions or do others influence you?
- Do you express opinions directly or indirectly (e.g., do you shove your plate aside if you don't like the spinach)?



B. Requesting assistance when needed (e.g., help with finding a place to live, locating an item in a store, etc.).

YES NO

Failure to request assistance when needed may imply that the individual is too shy to ask for help. The rater should look for patterns of behavior. There needs to be a variety of requests, not just the same request all of the time. The requests should extend beyond home to community settings.

Suggested clarifying questions/observations for additional guidance, if needed:

- Tell me how you get help with things like homework, video games, accessing the internet, getting directions or asking for a ride to work.
- Would you ask for help if something you were using didn't work?
- How do you order at a restaurant? Do you do so independently?

C. Protecting self from abuse by avoiding dangerous situations, leaving the area, reporting an incident, yelling for help, etc. This should not be interpreted to mean that the individual should necessarily physically defend themselves. This includes sexual, physical or emotional abuse; or pressure to take, buy, or sell illicit drugs. YES NO

Protecting oneself from abuse should also include reasonable preventive measures that could decrease the likelihood of being abused (e.g., not putting oneself at risk by walking at night in a potentially dangerous neighborhood). If the individual falsely reports incidents or is too afraid to go any place because of imagined abuse, this sub-item should be scored **NO**.

Suggested clarifying questions/observations for additional guidance, if needed:

- In the past year, have there been instances where the individual did not recognize or react to an occurrence of abuse (e.g., walking down a dark alley, avoiding or side tracking a threatening group of people on the street or other locations)?
- What would you do if someone threatened and/or harmed you?
- If someone did something to you that you didn't like, who would you tell?

4 The individual makes independent decisions regarding daily activities including:

The intent of this item is to determine how well the individual can make and then follow through on daily decisions. The rater should focus on whether or not the individual makes harmful decisions rather than on the specifics of a particular sub-item. If the individual does not make many daily decisions, the rater should investigate to find out why. The rater should remember that just one good or bad decision is not the same as a pattern. Look instead for evidence of consistent good decision-making. For example, the individual may decide to go to bed at midnight every night, even though he/she must get up early in the morning to go to school. This may or may not be a “harmful” decision. If the lack of sleep adversely affects the individual’s health or school work, then the rater should score a **NO**. The more severe the implications of the decision, the fewer instances will be needed for a **NO** conclusion.

A. Deciding what to do.

YES NO

Based upon available options, does the individual make the majority of daily decisions regarding what to do? If not, query to find out why. Look for other areas where the individual does demonstrate the ability to make decisions. The rater may already know the answers to these questions by answers from other sections of the COEDI.

Suggested clarifying questions/observations for additional guidance, if needed:

- What do you do on the weekends/after school/after chores?
- Would you sit around most of the day if someone didn’t give you something to do?



B. Adequately following through with decisions.

YES NO

Once an individual selects an activity or task, they should follow through on implementing the activity. If, for example, he/she wants to watch a television show, the television should be turned on at the right time. If an individual cannot accomplish the activity due to physical constraints, he/she should ask for assistance.

Suggested clarifying questions/observations for additional guidance, if needed:

- Once you start doing something you want to do, do you keep on until you finish doing it if you are allowed to?
- Do you usually follow through with the things you start?

C. Understanding the cause and effect of decisions.**YES NO**

Does the individual understand the consequences of his/her actions or inactions?

Suggested clarifying questions/observations for additional guidance if needed:

- If you don't follow school/home rules, what would happen?
- What could happen if you get in a car with a stranger?
- What should you do if you miss your ride/bus? Why?
- What would you do if you spilled milk on your shirt?
- Do you know that darting into traffic could result in injury?

**D. Changing future decisions based on consequences.****YES NO**

Rater is looking for poor decisions that continue to be made over and over. This is a step beyond cause and effect.

Suggested clarifying questions/observations for additional guidance, if needed:

- Are there inappropriate behaviors in spite of regular consequences (e.g., swearing at an authority figure, aggressive acts toward family members in spite of numerous groundings, loitering in the community despite numerous warnings by police or community authorities)?
- Have you been suspended from school or grounded for the same reason more than **once**.

Instructions for Self-Direction Cross-Reference Citations

If the individual does not have the required TWO NO's in Self-Direction but does have a number of cross-reference items, the rater has the authority to "override" the criterion. Therefore, the rater may score a Substantial Functional Limitation in **Self-Direction**. Please document clearly when you are overriding the criterion. This is a judgment call and therefore needs to be supported with examples that apply to the individual. In order to obtain this information, the rater may need to investigate from a variety of sources.

The cross-reference citations apply only to the **Self-Direction** area.

If you are cross-referencing from another area, list the area and item you are cross-referencing here and the rationale for over-riding this section.

Scoring Criteria for Self-Direction:

For Sub-Item 2 B., score **NA** (Not Applicable) if the individual doesn't have a medical problem related to diet.

If ANY sub-item is marked **NO** then that item must have a conclusion of **NO**.

TWO items must have a conclusion of **NO** for the individual to have a substantial functional limitation in **Self-Direction**.

CAPACITY FOR INDEPENDENT LIVING

Intent of this Section: to determine basic survival skills in an independent living situation including the ability to use community resources to feed, clothe, and obtain basic essentials.

The rater should keep in mind the following guidelines of FEAST that apply to each of the COEDI items:

FREQUENCY...*of the functional limitation*

EFFORT...*needed to complete the task*

ADEQUACY...*of task completion*

SAFETY...*in completing the task*

TIME...*needed to complete the task*

1 The individual uses a variety of neighborhood resources including:

A. Accessing playground, corner store, neighbors' houses, etc., within limits of geographical location. YES NO

This item requires that the individual venture outside their home and, depending upon their age, access whatever appropriate resources are nearby. For young children, this could be as limited as a friend's home, the mailbox or corner store. As a child gets older, the expectations increase. Individuals 12 and over should be able to access areas larger than one block—crossing streets, etc. Older teens typically move freely throughout their community, accessing stores, the library, post office, etc.

Suggested clarifying questions/observations for additional guidance, if needed:

- Can the individual play out in their own yard?
- Can the individual be outside alone without a health and safety risk?
- Do the parents trust them being out of their sight?
- Does the child access the same kind of places as other children in the community?

2 The individual can be left alone without being considered at risk including:

A. Ages 6-11: remaining alone in one part of the house while parent or other person is in another part of the house; age 12 and above: remaining in house alone for 2 hours. YES NO

For children under age 12, being left alone does not necessarily mean that there are no other people in the house. Individuals 12 and over must be able to stay in the house alone in order to receive a **YES** for this item.

Suggested clarifying questions/observations for additional guidance, if needed:

- Has the individual remained alone before? If so, how often?
- Have you remained alone on at least several occasions in the recent past? (if not, inquire why.)
- If the individual is not currently spending time alone, inquire why.
- Can the child be trusted for an unsupervised period of time without risk?

B. Recognizing danger and knowing when and whom to call for help (e.g., parent, 911, neighbor, etc.). YES NO

The individual should be able to recognize when an emergency exists and remove him/her or find assistance.

Suggested clarifying questions/observations for additional guidance, if needed:

- What would you do if the stove caught fire?
- Who would you call in an emergency?
- Have you ever needed to call “911”?
- What would you do if someone tried to break in?
- What would you do in a tornado?

3 The individual obtains or prepares a snack in a familiar kitchen on occasion and is capable of cleaning up including:

A. Obtaining or preparing a simple snack or beverage in a familiar kitchen. YES NO

This item requires that the individual be able to prepare and/or obtain a snack such as a peanut butter crackers/sandwich and is capable of cleaning up afterward. If he/she can prepare snacks independently, including getting out a juice box or prepared snack. Remember, he/she must be able to do all of these things adequately and within a reasonable amount of time.

Suggested clarifying questions/observations for additional guidance, if needed:

- What is your favorite snack?
- Where do you get it?
- What do you get for yourself to eat?

B. Can take dirty dishes to sink or dishwasher when asked. YES NO

In general, to score a YES, he/she should do this independently and adequately. If the person refuses and has the ability, score YES and cross-reference to Self-Direction.

Suggested clarifying questions/observations for additional guidance, if needed:

- What do you do with your dirty dishes?

4

The individual safely participates in age appropriate, ordinary household chores including:

A. Putting away toys or clean clothes or putting dirty clothes in a hamper or wiping up spills. YES NO

The rater should ascertain whether the individual puts away toys or clothes or helps with these chores. Children may be reminded but not given step-by-step instructions for this item. The rater must decide whether or not the individual can perform this activity. If, for example, he/she doesn't usually put away his/her clothes properly (compared to the norm for their age), the rater must find out why. If he/she can do this but doesn't, then the rater should score a **YES** as long as there is evidence that he/she can do the task, i.e., he/she has done it before or does it in another situation (e.g., when visiting relatives). The individual must not only know where dirty clothes go but consistently deposit them there without assistance.

Suggested clarifying questions/observations for additional guidance, if needed:

- When you are done playing with your toys, do you put them away yourself?
- If you were drinking juice and spilled it on yourself and the floor, what would you do?

B. Age 9 and above: operating a microwave or toaster or oven or stove or vacuum cleaner. YES NO N/A

For children age 9 or older, the rater will want to know if they use one of these or other household appliances, and if not, why? They do not have to use all of these appliances for a **YES** score. Use of these appliances implies adequate operation—individuals need to be able to turn on a vacuum cleaner, and also use it so that the carpet is cleaned. Safety is an especially important consideration for this sub-item. If individuals use a range or oven but burn themselves quite often, then they cannot do it safely and should receive a **NO** score for this sub-item. Children under age 12 may have parents or others supervise the operation of a stove or oven but may not receive any assistance. Again, if the individuals are not currently given an opportunity to use household equipment but have done so in a way that met the criteria in the past, then they may still receive a **YES** score for this sub-item. *Score NOT APPLICABLE if the individual is under age 9.*

Suggested clarifying questions/observations for additional guidance, if needed:

- Do you help with chores like cooking, laundry or vacuuming?
- If so, what exactly do you do and what appliances do you know how to use?

Scoring Criteria for Capacity for Independent Living:

If ANY sub-item is marked NO then that item must have a conclusion of NO.

TWO items must have a conclusion of NO for the individual to have a substantial functional limitation in Capacity for Independent Living.

LEARNING

INTENT of this section: to measure basic functional academic skills.

In this area, the individual may communicate by verbalizing, gesturing, demonstrating, signing, typing, or writing the information.

The rater should keep in mind the following guidelines of FEAST that apply to each of the COEDI items:

FREQUENCY...*of the functional limitation*

EFFORT...*needed to complete the task*

ADEQUACY...*of task completion*

SAFETY...*in completing the task*

TIME...*needed to complete the task*

1 The individual comprehends the content of ordinary programs by:

This item addresses the individual's comprehension of operating a radio or television and understanding program content—not the physical ability to operate those appliances. This item may be modified to allow for cultural or religious differences.

A. Naming a favorite television program, computer game, video game, video or radio station. YES NO

Examples of acceptable responses include but are not limited to radio: news/weather updates or sports broadcasts; television: news, game shows, or sitcoms. An example of an unacceptable response, requiring further questioning would be, "I listen to whatever is on." If needed, the rater should ask follow-up questions to elicit further information.

Suggested clarifying questions/observations for additional guidance, if needed:

- What was the last video you watched?
- What was the last video game you played?



B. Communicating the general content of the program.**YES NO**

Answers can be very basic. Who did what to whom, etc. In all cases, the information provided in this sub-item should apply to the programs listed in the previous sub-item.

Suggested clarifying questions/observations for additional guidance, if needed.

- Can you tell me about it?
- Who is in the show?
- What did they do?
- What kind of music do you listen to?
- Who is your favorite actor?



2 **The individual demonstrates basic money skills within TWO trials without reminders or assistance including (use 5 quarters, 5 dimes, 4 nickels and 5 pennies for this item):**

A. Age 9 and above: selecting 85 cents.**YES NO N/A**

Ask the individual to do the following: “Give me 85 cents.” or “Show me 85 cents.” If the first response is incorrect, put the coins back together, rephrase the question and offer the opportunity to do it again. If the second attempt is incorrect, score **NO**.

B. Age 9 and above: selecting \$1.31.**YES NO N/A**

Ask the individual to do the following: “Give me \$1.31.” or “Show me \$1.31.” If the individual is incorrect on his/her first attempt, put the coins back together, rephrase the question and give him/her a chance to do it again. If he/she fails on the second attempt, score **NO**.

**C. Age 9 and above: counting out a total amount of money (\$2.00). YES NO N/A**

Ask the individual the following: “What is the total amount of money here?” The correct answer should be “\$2.00”, not 5 quarters, 5 dimes, etc. If the first response is incorrect, offer an opportunity to do it again.

3 The individual demonstrates time telling skills without assistance including:

The rater should obtain this information using any type of timepiece used by the individual (analog, digital, large face clock, or Braille). This does not mean having a sense of time or lapsed time. *Score N/A if the individual is under 7.*

A. Age 7 and above: telling time to the nearest quarter hour.

YES NO N/A

If the correct time is 4:11, the rater should score a **YES** if the child answer is correct or nearly correct, such as 4:10, 4:11 or 4:15. Score **NO** if the answer given is 4:00 or another incorrect response.



B. Age 7 and above: telling the time of at least TWO events in the individual's life (e.g., time to get up; time of a favorite program; time to catch the bus, or eat lunch, etc.).

YES NO N/A

Examples of acceptable responses include: "I catch the bus at 8:30 AM." "I watch The Simpsons at 8:00 PM." If the individual only responds, "I eat dinner in the evening." or "I get up in the morning." and cannot give further information after inquiring, a **NO** should be scored.

4 The individual provides the following items of personal history without reminders or assistance (the individual may give you the information orally, in writing, by signing or by identifying the sub-item on an identification card):

Conclusion varies by age: for children between the ages of 6 and 8, **SIX** sub-items marked **NO** require a **NO** conclusion; for children between the ages of 9 and 11, **FIVE** sub-items marked **NO** require a **NO** conclusion; for children age 12 and over, **FOUR** sub-items marked **NO** require a **NO** conclusion. The focus is on the individual's ability to provide information from memory related to his/her personal history. If the individual hands the rater a card with the information on it because he/she cannot speak, the individual must be able to identify the location of the specific information on the card in order to receive a **YES** for the sub-item.

A. Name.

YES NO

The individual must be able to give both first and last names.

B. Date of birth (month, date and year). YES NO

The individual must be able to give the correct month, date and year.

C. Place of birth (city or name of hospital). YES NO

Acceptable answers include the specific name of the hospital (Riverside Hospital) or the city or town (Columbus). If the individual responds “hospital” or “Ohio” and cannot give further information after questioning, the rater should score a **NO**.

D. Address. YES NO

The individual must be able to provide a house or apartment number and street name. If the individual has recently moved (within the past 30 days) and has not learned the new address, the sub-item may be scored **YES** if the individual knows the previous address.

E. Telephone Number (home or cell). YES NO

The area code is not required for a **YES** score. If the individual has recently received a new phone number (within the past 30 days) and has not learned the new number, the sub-item may be scored **YES** if the individual knows the previous phone number.

F. Education information (name of school or grade level). YES NO

Ask the individual to “Tell me about where you went to school.” or “What grade are you in?” Examples of acceptable answers include but are not limited to: “I go to Jones High School”; “I’m a sophomore”; “I’m in special education classes.”

G. Nature of disabling condition. YES NO

Use this question as a last resort. The individual does not need to respond with highly technical/medical language (e.g., mosaic Down syndrome or traumatic brain injury) for the sub-item to be scored **YES**. Acceptable answers include but are not limited to: “I broke a bone in my neck and can’t walk.”; “I’m a slow learner.”; “I have cerebral palsy.” You may not need to ask this question.

Suggested clarifying questions /observations for additional guidance, if needed:

- Why do you need help?
- What could you use help with?
- Why do you need to take medication?

5 Age 9 and above: the individual reads the document attached to this instrument and understands the content including:

Give the individual the Reading Document. Tell the individual he/she may read it to himself/herself or out loud. Tell him/her when he/she is finished, you will ask him/her to answer questions about it.

The rater cannot prompt or assist the individual during the reading. The rater should ask the questions aloud. The individual may not look at the passage when answering the questions. Note that the individual only needs to answer **TWO** of the questions correctly and finish reading the document within 3 minutes to receive a **YES** conclusion for this item. *If the individual obviously cannot read the paragraph, do not embarrass him/her by asking the questions.* Braille, Spanish and Arabic versions of the Reading Document are available from the Ohio Department of Developmental Disabilities.

A. Did the individual read the document?

YES NO N/A

If the individual did not finish reading the entire passage within 3 minutes, score a **NO** for the sub-item.



B. Did the individual correctly answer at least TWO of the following YES NO N/A questions? (The following are reasonable responses but there could be other answers that are also reasonable).

1. Who did the woman save?

Accept: "The little boy."; "Boy."

2. Where was the boy playing?

Accept: "Near a pond."; "By a pond."

3. Who was he playing with?

Accept: "His dog."; "A dog."

4. What did the dog do?

Accept: "Jumped in the water after a duck."; "Jumped into the water."; "Followed the duck."

5. What did the little boy do?

Accept: "Waded into the water after the dog."; "Went into the water after the dog."; "Went into the water after him."; "Jumped into the water."

6. What was the little boy wearing?

Accept: "Rubber boots."; "Boots" (Do not accept "clothes").

7. What happened to the boots?

Accept: "Filled up with water."

8. How did the little boy almost drown?

Accept: "Sat down in the water."; "Tried to get the boots off."

Scoring Criteria for Learning:

If any sub-item, except for Item 4, is marked **NO**, then that item must have a conclusion of **NO**.

For children *age 8 and under*, **ONE** item must have a Conclusion of **no** for the individual to have a substantial functional limitation in **Learning**;

For children *age 9 and over*, **TWO** items must have a Conclusion of **no** for the individual to have a substantial functional limitation in **Learning**.

RECEPTIVE AND EXPRESSIVE LANGUAGE

INTENT of this section: this item focuses on the individual's receptive and expressive language skills. If the individual uses only a foreign language, the services of an interpreter may be needed to determine whether the individual understands the questions. Primary language does not include sign language. For the individual who does use sign language, a **NO** must be scored unless he/she clearly understands (e.g., by lip reading) what the rater is saying without the use of an interpreter.

The rater should keep in mind the following guidelines of FEAST that apply to each of the COEDI items:

FREQUENCY...of the functional limitation

EFFORT...needed to complete the task

ADEQUACY...of task completion

SAFETY...in completing the task

TIME...needed to complete the task

1 The individual understands the content of ordinary spoken conversations in their primary language including:

This sub-item addresses receptive language only.

A. Understanding interviewer's questions.

YES NO

Raters are trying to determine whether the individual understands general questions. Raters may wish to ask the individual about his/her special interests or hobbies. Response may be written or verbal. This item may be answered based on communication throughout the interview. If the individual uses a sign language interpreter to understand the interviewer, NO must be scored.

Suggested clarifying questions/observations for additional guidance, if needed:

- How does the individual communicate with the interviewer?
- Does the individual understand the interviewer?
- Can the individual complete a one-step verbal direction?



2 The individual communicates with others unfamiliar to him/her without assistance including:

The next two sub-items address expressive language only.

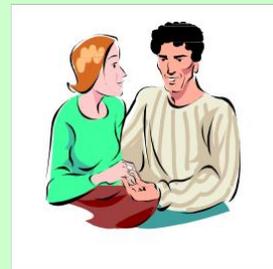
This item focuses on how well the individual can communicate with anyone other than friends or family. Augmentative communication devices (including paper and pencil, portable electronic devices, and/or laptop computers, etc.) are permissible if the equipment/device meets the qualifications of allowable assistive devices (reliable, personally owned, and readily accessible) in all situations.

A. The individual can be understood by someone who is unfamiliar. YES NO

Score this sub-item **NO** if the individual can only be understood in one specific activity or environment (i.e., if the individual can go to a specific restaurant and order a meal but can't go to any other restaurant).

Suggested clarifying questions/observations for additional guidance, if needed:

- Does the individual engage in a two-way conversation during the interview? (*if more than a yes/no response it will probably not be necessary to ask the sample questions*).
- How is school going?
- How often are you asked to repeat things or hung up on when using the telephone?
- How do you express your needs to someone who is unfamiliar?



B. Answering questions relevantly and with more than a yes or no response. YES NO

Score **YES** if the individual can answer open-ended questions with a relevant short statement response.

Suggested clarifying questions/observations for additional guidance, if needed:

- Has the individual been able to answer with statements during the assessment?
- Has the individual engaged in a reciprocal conversation with the rater?

3 The individual prints, writes, or types a simple message.

The focus here is on simple messages. It is not necessary to use the examples that are listed if other examples at the same ability level would be more appropriate for a specific individual. The individual may write the message on the COEDI document. Legibility and spelling are not to be assessed unless the message is unreadable.

- A. **Age 6: printing, writing or typing first name; age 7: printing, writing, or typing 'Call Mom' or similar two-word phrase; age 8 and above: printing, writing, or typing 'Call Mom at home', 'Joe is working late', or similar short message.** YES NO

For age 6, they must write, print, or type their first name without a model. For an older individual, the focus is on simple messages. It is not necessary to use the examples that are listed if other examples at the same level would be more appropriate for a specific individual. The individual may write the message on the COEDI document. If the writing is not necessarily neat but would be understood by a stranger, a **YES** should be scored. Spelling is not to be assessed unless the message is unreadable. (FEAST applies here. The individual should write the message on the answer sheet.)

Suggested clarifying questions/observations for Additional guidance, if needed:

- Did the individual complete the message without assistance (help with holding the pen or paper; prompting on spelling, frequently repeating the message, etc.)?



Scoring criteria for Receptive and Expressive Language:

If this sub-item is marked **NO**, then that item must have a conclusion of **NO**.

ONE item must have a conclusion of **NO** for the individual to have a Substantial Functional Limitation in **Receptive and Expressive Language**.